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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: (1) black English and reading; (2) academic achievement, self-concept, and attitudes toward reading of students in bilingual and traditional programs; (3) cultural and situational differences in children's language use; (4) the receptive competence of nonstandard speakers of English in understanding standard English; (5) language proficiency in the native language and acquisition of second language reading skills in bilingual children at age 12; (6) reading activities among black junior high school students; (7) the reading miscues of learning disabled black English speaking students and their relationship to readability; (8) Anglo and Chicano literal, implicit, and scriptal comprehension of ethnic stories; (9) theatre arts training as a means to develop expression and communication skills for selected bilingual secondary school students; (10) some effects of Spanish-English bilingual dramatic television programs on language attitudes; (11) perceptions of students' characteristics as a function of standard English and variants of black English speech; and (12) the lexical systems of native and nonnative speakers of English using word associations. (FL)

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Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills :

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1982 (Vol. 42 Nos. 7 through 12)

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Abstracts of the following dissertations are included in this collection:

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AN INVESTIGATION OF THE RELATIONSHIPS BETWEEN SELF-CONCEPT, MOTIVATION FOR SCHOOLING, ATTITUDE TOWARD MATHEMATICS AND READING, AND ACTUAL ACHIEVEMENT IN MATHEMATICS AND READING AMONG MEXICAN AMERICAN AND ANGLO JUNIOR HIGH SCHOOL STUDENTS

Order No. DA8205871

AGUERO, ROBERTO, PH.D. *The Pennsylvania State University*, 1981. 113pp. Adviser: Joseph O. Prewitt-Diaz

The purpose of the study was twofold. First it was to investigate the significant differences that may exist between self-concept, motivation for schooling, attitude toward mathematics and reading and actual achievement in mathematics and reading among Anglo and Mexican American junior high school students. The second purpose was to investigate the relationships that may exist between the aforementioned variables.

The sample consisted of 102 seventh, eighth, and ninth grade students of a rural school in Southwest Texas. Fifty-four Mexican American and 58 Anglo students participated in the study. The students were administered the *Piers-Harris Children's Self-Concept Scale*, the *Motivation for Schooling Subscale* of the Smith & Wick *School Attitude Measure*, *Suydam-Trueblood Attitude Toward Mathematics Scale*, and the *Askov-Trueblood Attitude Toward Reading Scale* as measures of self-concept, motivaton for schooling, mathematics attitude, and reading attitude, respectively. Mathematics and reading achievement scores were obtained from the school district's yearly administration of the *California Achievement Test*.

Seven hypotheses are made. Hypothesis 1 dealt with the assumption that no significant differences existed between the Mexican American and Anglo students in measures of the six variables previously cited. The hypothesis was rejected due to the finding, by an ANOVA technique, that a significant difference did indeed exist in the mathematics achievement variable. Mexican American students achieved significantly lower than Anglo students in mathematics. A conclusion was also reached that Mexican American students indicated no significant differences in their self-concept and motivation for schooling scores in comparison to the Anglo students.

Hypotheses 2, 3, 4, 5, 6, and 7 stated that no significant relationships existed between the six variables among Anglo, and among Mexican American students. Using a correlational statistical test, all the hypotheses are rejected. The highest, positive correlations obtained were between students' self-concept and motivation for schooling. Interestingly, mathematics achievement correlated to self-concept to a higher degree than did reading achievement.

Recommendations for further research derived from the findings of this study, and recommendations for replication of the study are also given.

BLACK ENGLISH AND READING

Order No. DA8204587

ARMSTRONG, HOLLIS MARLON, PH.D. *The University of Michigan*, 1981. 112pp. Chairman: Donald E. P. Smith

School instruction is based on some form of spoken language. Reading requires competency in the language of instruction. When the language of school instruction is similar to the child's spoken language, learning is facilitated. When the language of instruction is markedly different from the child's spoken language, learning is impeded. For many Black children whose primary spoken language is Black English Vernacular (BEV), learning is impeded because all school instruction is presented in Standard American English (SAE). While these two language systems are similar in many ways, there are several linguistic features of BEV which are distinctively different from SAE or "school English." These linguistic differences cause problems for speakers of BEV because of language interference from the primary language when first exposed to a second language system.

This dissertation reports an attempt to measure the effectiveness of a Criterion Referenced Test (CRT) and instructional program for training first-grade children in BEV double negation expressions and SAE equivalents.

A Criterion Referenced Test was developed and validated. It consisted of 84 items (56 double negation items and 28 SAE single negation items). The test required the child to produce the SAE equivalent from BEV in Subtest I and to repeat SAE single negation expressions in Subtest II. The subtest scores reveal a noticeable difference in difficulty between equivalent and repetition tasks.

A training program designed to increase bidialectal skills was developed. The program was presented over an 8-week period, 3 days per week, 15 to 30 minutes per day. Two racially mixed first-grade classes constituted the study groups, one containing 26, and one containing 24 students. Mastery (arbitrarily defined as a score of 66%) is based on the production of SAE equivalents from BEV expressions and repetition of SAE negative expressions.

The group receiving training doubled its score (48 to 106) and 92% reached mastery. The nontrained group increased its score by 25% (48 to 59) and 8% reached mastery.

The results were interpreted as indicating that auditory discrimination training improves bidialectal skills. It is suspected that appreciation of language differences by teacher and student may also be a factor in improving bidialectal skills.

AN ETHNOGRAPHIC APPROACH TO THE STUDY OF READING ACTIVITIES AMONG BLACK JUNIOR HIGH SCHOOL STUDENTS: A SOCIOLINGUISTIC ETHNOGRAPHY

Order No. 8128483

BLOOME, DAVID MICHAEL, PH.D. *Kent State University*, 1981. 420pp. Director: Judith Green

Ethnographic techniques were used in an 11-month study of the reading activities of a small group of Black junior high school students (n = 6). As part of the approach to exploring reading activities, reading was reconceptualized as a sociocommunicative process. This perspective allowed for a contextualist view of reading activities. Through the use of ethnographic techniques such as participant observation, ethnographic interviewing, field notes, videotaping, and audiotaping, students' reading activities were captured as they naturally occurred in the school.

The microanalysis of videotaped classes allowed for the extraction of patterns of sociocommunicative behavior in reading activities. In addition, patterns of social and communicative behavior were extracted from the study of nonclassroom reading activities. These patterns are viewed as models of social behavior and form one set of grounded hypotheses about the nature of the reading activities of Black junior high school students in urban schools. These hypotheses suggest that reading activities need to be viewed within the social and communicative contexts in which they occur. The sociocommunicative context of reading activities needs to be considered in building models of reading as well as in the assessment, implementation, and evaluation of reading instruction.

ACADEMIC ACHIEVEMENT, SELF-CONCEPT AND ATTITUDES TOWARDS READING OF STUDENTS IN BILINGUAL AND TRADITIONAL PROGRAMS

Order No. DA8207812

CHRETIEN, THERESA DORIS, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1981. 244pp. Supervisor: Professor Earl Cheek

This study was designed to investigate the comparative achievement in reading and mathematics, self-concept, and attitude towards reading of bilingually educated and traditionally educated students. To determine differences in achievement, 239 third- and sixth-grade students enrolled in bilingual education (French-English) and traditional education classes in St. Martin Parish, Louisiana, were pre- and post-tested with standardized instruments in word knowledge, reading comprehension, self-concept, and attitude towards reading.

The findings were tested statistically at the .05 level. In academic achievement, there were significant differences between the two groups only in mathematics computation, favoring bilingually educated students at the third-grade level and traditionally educated students at the sixth-grade level. When achievement by group was evaluated according to the variables of sex, race and English-speaking level, significant differences were found for only two interactions: the group/sex interaction for third-grade students on the Word Knowledge Subtest, in which bilingually educated male students performed significantly less well than their female counterparts and traditionally educated male students; and the group/language interaction for sixth-grade students on the Reading Comprehension Subtest in which traditionally educated dominant-English-speaking students performed significantly better than limited-English-speaking students whether they were bilingually or traditionally educated.

In the non-academic areas, a significant difference was found between the two groups in self-concept, but only at the sixth grade level; this difference favored the bilingually educated students. There was no significant difference between the two groups in attitude towards reading at either grade level.

A STUDY OF STORY PREFERENCE OF THIRD GRADERS, BETWEEN READING PRIMERS AND SPONTANEOUS STORIES TOLD BY SIMILAR CHILDREN IN SAN JOSE, COSTA RICA

Order No. DA8212380

DAILEY, OWEN HERNESTO, PH.D. *Michigan State University*, 1981. 322pp.

The purpose of this study was to determine whether differences could be found in student preference between published primer material and material generated by students of similar age and grade, and whether differences favor one or the other source of material.

The review of the literature focused on four areas: (1) preference on reading and practice reading, (2) oral language and its relationship to reading achievement, (3) content analysis and its relationship to age, grade, and sex variables; and (4) primer construction practices in Costa Rica. The review indicated that children's language can be used to reflect their experiential background; there is a shortage of research which may have used adequate control of extraneous variables as oral language relates to reading achievement; that variables of sex, age, grade and other content variables influence students reading preference; and that primer construction practices in Costa Rica have been affected by limited knowledge and economic incentives for writers.

The population sampled were third grade boys and girls chosen at random from a major urban public school district in San José, Costa Rica.

The statistical procedures used to quantify the results included a chi square test of independence, a t-test for two sample mean differences of correlated data, the Fry readability formula, and general descriptive statistical measures (frequency counts, rank, and percentage). The data indicated that: (1) both boys and girls preferred their own stories over those generated by children of the opposite sex or stories taken from their primers; (2) students chose fewer difficult words and score higher on a recall test for information contained in the stories preferred the most compared to those preferred the least by them; (3) readability for primer stories on an average and student generated stories were at grade level, however, primer stories readability range from a high first grade level to a medium sixth grade level; and (4) while there was overlap on those variables related to theme, character represented, sex of activity, and age of activity, there was considerable differences between the stories made up by the students and those taken from their primers.

AN INVESTIGATION OF THE EFFECTS OF AN INSTRUCTIONAL READING PROGRAM ON DISADVANTAGED, BLACK HIGH SCHOOL STUDENTS WITH POOR READING ACHIEVEMENT

Order No. 8129558

GOLDEN, JEAN ANN, PH.D. *The Florida State University*, 1981. 103pp. Major Professor: Joseph Torgesen

This applied research project attempted to ascertain whether a carefully structured, highly motivating set of environmental conditions in an instructional reading program would bring about significantly greater improvement on several measures of reading achievement and on the classroom behaviors of a group of poor readers than either the regular high school curriculum or participation in a more traditional remedial reading program. The experimental design for this study consisted of pretest and posttest measures and control group comparisons.

Results suggested that participation in the experimental reading program led to significantly greater improvement in performance on two individually-administered oral measures of reading achievement than the regular high school curriculum or the traditional remedial program. In terms of absolute grade level improvement in performance, participants in the experimental program progressed at the expected rate, whereas participants in the traditional program and those who received no remediation made considerably less than normally-expected progress. These findings suggest that this population of learners is capable of progressing at the expected rate in reading achievement performance. However, without effective intervention, they will fall further behind their peers.

These findings were the results of analyses of student performance on two individually-administered, oral measures of reading achievement. Analyses that compared performance on these measures with performance on a third measure--a group-administered, written test of reading achievement--revealed that this measure did not indicate any significant changes in reading performance in either of the groups. This finding suggested that either the measure was insensitive to actual changes in performance or that students were failing to learn important reading skills in both the experimental and traditional reading programs, as well as in the regular high school curriculum.

Finally, in-class observations of student and teacher behavior revealed that students in the experimental and traditional programs exhibited similar amounts of attending behavior, with more variability in the experimental program. Teachers in the experimental program exhibited slightly greater amounts of instructional behavior and feedback, and slightly less non-instructional behavior.

THE TASK VARIABLE IN CHILDREN'S LANGUAGE USE: CULTURAL AND SITUATIONAL DIFFERENCES

Order No. DA8203475

GUTHRIE, LARRY FRANK, PH.D. *University of Illinois at Urbana-Champaign*, 1981. 214pp.

A mismatch between the language used at home and that required for success in school is often cited as a possible explanation for the widespread educational failure of lower-class minority children. The belief is that the way language is used in the home systematically places minority children at a disadvantage at school. This study represents an attempt to test this hypothesis.

The aims of the study then were, first, to begin to devise a way to compare language use rather than form across different contexts. Second, the study sought answers to questions concerning situational differences in children's use of language. Comparisons were based on the notion of *task* as defined in regard to social interaction. It was argued that what actors understand their task to be when engaged in conversation is reflected in their discourse, and a method for specifying a speaker's task in a given situation was developed.

Natural language of children of different ethnic and social-class groups constituted the data for the study. Subjects were 20 preschool children: five middle-class white, five middle-class black, five lower-class white, and five lower-class black. All children were 4 to 5 years old and attending preschool in New York City. Subjects and their interactants were recorded in two comparable situations, one at home and one at school. These were "dinner" and "directed activity," respectively. Time of recording in each was approximately 20 minutes.

Language samples were collected through the use of stereo tape recorders and wireless microphones worn by both the target child and a field worker. Written transcripts were made of the recordings and then coded using the system of conversational acts. Conversational acts (C-acts) represent a taxonomy of speech act types which code utterances according to the structure of the utterance, its illocutionary properties, and its general semantic content. Frequencies and proportions of these acts within a stretch of discourse served as an index to the tasks of speakers in that situation. Labels for tasks were developed in the course of the analysis.

Analyses were both quantitative and qualitative. First, frequencies and proportions of C-acts were compared across home and school data in terms of ethnic/social-class groups and speakers. Then, based on the frequencies, representative samples of discourse were subjected to a more interpretive analysis.

It was found that lower-class black mothers produced a much smaller proportion of C-acts in their conversations with children than did the other mothers. Teachers and mothers of this group also used a much higher proportion of control acts.

The major differences lay between the tasks of lower-class black mothers and teachers and those of the caretakers of the other groups. It was found that middle-class black and lower-class white teachers and children were engaged in "examination" tasks. The task of the middle-class white group was, in general, one of "direction" for the adults and "following directions" for children. The lower-class black teachers and mothers, however, both seemed to see their task as one of "control."

Results did not support the mismatch hypothesis as originally conceived, however. While language use of the lower-class black group was very different from that of the others, the tasks of the mothers and teachers of that group were quite similar. This finding was interpreted in terms of a "collaboration" version of the mismatch hypothesis. The thrust of this argument was that lower-class black children are trained both at home and at school to use language in ways that ensure their eventual failure in school and the larger society. How this comes about was discussed.

THE IMPLEMENTATION OF AN INNOVATIVE READING/LANGUAGE ARTS PROGRAM IN AN URBAN ELEMENTARY SCHOOL

Order No. DA8207578

KNOPF, JAMES ROBERT, ED.D. *University of Pennsylvania*, 1981. 313pp.
Chairperson: Dr. Shirley B. Heath

The purpose of this study is to describe and analyze the process of implementation of an innovative reading/language arts program in an urban elementary school. The program involved children's responses to literature, oral and written composition and self-selected reading in addition to investigating and mastering language patterns.

The study concentrated on the role of staff training under the leadership of the principal in the implementation of the Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP). In order to have a basis for assessing whether the data had meaning, additional data was gathered regarding the extent to which the plan was implemented. It is hoped that this study will provide the basis for identifying aspects of staff training that promote or hinder the implementation process. A major objective was to determine the extent of staff knowledge of the PCRP and their participation in its implementation. A limited assessment of the impact of the PCRP on student achievement is included.

The study of the implementation employed an ethnographic approach with the principal as participant observer. A critical aspect of this type of data collection was the flexibility built into the process. Data gathering techniques were changed and developed during the study. This aided the researcher in uncovering new data to develop, clarify or refine hypotheses.

As a result of the study knowledge was gained concerning: (1) The impact of other events, in the school setting, which can affect the change process; (2) The importance of the principal's preparation in leading the staff in the implementation of a program; (3) The involvement and participation of teachers in the staff development program; (4) The degree of implementation of the PCRP; (5) The use of ethnographic techniques by the principal to gain insights of the implementation process.

DOES NON-STANDARD LANGUAGE DOMINANCE MAKE A DIFFERENCE? SHIBBOLETHS AND SKIRMISHES: A STUDY OF THE RECEPTIVE COMPETENCE OF NON-STANDARD SPEAKERS OF ENGLISH IN UNDERSTANDING THE STANDARD

Order No. 8128217

KULICK, SUSAN LYNN, PH.D. *New York University*, 1981. 238pp.
Chairman: Professor John S. Mayher

This study examined the receptive competence of Hispanic non-standard English speakers in 13 standard English phenomena. These phenomena were among those which the non-standard speakers had created alternative structures for, or did not appear to use at all, in speech. The oral comprehension instrument used questions composed of standard English "translations" of non-standard utterances which had contained these specific phenomena; the original corpus of non-standard utterances upon which the assessment instrument was based had been collected over a period of eight years from hundreds of speakers in the population under study. Over 18 different questioning techniques were utilized in the instrument and the comprehension of each syntactic phenomena was assessed by the means which were both most efficient and most compatible with it and with the nature of the informants being tested. The assessment data from seven Puerto Rican informants was transcribed from tapes and analyzed; the informants were originally chosen for their wide range of bidialectal abilities.

The results of the assessment showed that the 13 syntactic phenomena fell into three somewhat overlapping groups in terms of comprehensibility. The phenomena which fell into the high comprehension group were: simple present/continuous tenses, subject pronouns, passive voice, and negative contractions. The middle comprehension group included: adjective clauses, statement/question word order, object pronouns, adverbials, past and perfect tenses, and short answer contractions. The low comprehension group included: gerund phrases, possessive *s*, and would/will.

The study indicated that when a non-standard phonological difference coincided with a syntactic phenomenon, then there was a strong possibility that comprehension in the parallel standard English phenomenon will be affected.

Built in part on Chomsky's distinction between competence and performance, the study demonstrated that such a distinction is both helpful and sensible.

Based on the results of the data, the study also came to conclusions about the efficacy of different types of test questions in determining comprehension, the nature of non-standard linguistic systems, variable syntax, and the importance of bidialectalism. Generally, there was some evidence to suggest that some deep structure differences do exist standard English and Hispanic non-standard vernacular. In addition, evidence showed that non-standard language systems are in evolutionary and developmental flux; combinations of linguistic, psychological, social, and evolutionary influences combine to control the degree of change. And, the data suggested that syntactic phenomena in non-standard language systems are variable in nature not because variability is an inherent part of the system, but because these phenomena are in the middle phases of linguistic change and share the rules of more than one system.

AN INVESTIGATION OF GROWTH IN THE CRITICAL READING ABILITY OF PUERTO RICAN STUDENTS IN GRADES FOUR, EIGHT, AND TWELVE **Order No. 8129560**

LAUREANO, ANIBAL, PH.D. *The Florida State University*, 1981. 126pp. Major Professor: Dr. Edwin Smith

The primary purpose of this study was to investigate the development in the critical reading ability of students in grades four, eight, and twelve in the public schools of Puerto Rico.

Specifically, the research was conducted to determine: (1) If there is growth in the critical reading ability of Puerto Rican students from the elementary level through the high school level. (2) If there is a significant difference in the critical reading ability of Puerto Rican male and female students. (3) If there is a significant difference in the critical reading ability of male and female fourth, eighth, and twelfth grade Puerto Rican students. (4) What types of reasoning fallacies Puerto Rican male and female students most often fail to detect.

The .05 alpha level of significance was used as the criterion for the 24 hypotheses, which were tested using a two-way analysis of variance. The hypotheses stated that there were no significant differences in the critical reading ability of Puerto Rican students due to grade, sex, and the interaction between grade and sex.

The *Test of Reasoning Fallacies* was administered to 259 subjects enrolled at three different schools, located in the city of Carolina, Puerto Rico.

The results revealed some growth from the elementary school through the junior high school level, and no growth from the junior high school through the high school level. No significant differences were found between males and females in the ability to detect written fallacies; but a significant difference in the ability to detect the Appeal-to-Conformity Fallacy was found.

A STUDY OF THE RELATIONSHIP OF LANGUAGE PROFICIENCY IN THE MOTHER TONGUE AND ACQUISITION OF SECOND LANGUAGE READING SKILLS IN BILINGUAL CHILDREN AT AGE TWELVE **Order No. 8128714**

LAZOS, HECTOR, PH.D. *The University of Texas at Austin*, 1981. 371pp. Supervisor: George M. Blanco

This descriptive study was conducted from the fall of 1979 to the spring of 1981 in six South Texas and Texas Border cities. The subjects were two groups of twenty bilingual children each, matched for age, SES, ethnic origin and native language. One group consisted of twelve year old Mexican immigrant children who had attended Mexican schools for three to four years and had enrolled in a bilingual-bicultural education program for approximately two years. The other group was comprised of twelve year old Mexican American children who began their second language learning at age six and had been in a bilingual-bicultural program for two to five years.

The purpose of the study was to investigate whether the degree of proficiency in the mother tongue interrelated with cognitive development in the second language as demonstrated by sixth grade level reading skills. The study expected that children with a fully developed first language (L_1) would demonstrate greater achievement in second language (L_2) literacy skills, than children with a lesser developed L_1 proficiency.

The study focussed on the educational treatment as the variable that would interact with the child's level of proficiency in L_1. An adequate educational treatment where the child would attain a threshold level of cognitive/academic/linguistic/proficiency skills (CALPS), in L_1 would predict beneficial cognitive effects as demonstrated in L_2 literacy skills. In other words, the literacy related aspects of a bilingual's proficiency in L_1 and L_2 are interdependent across languages.

The study used five data collection instruments: (1) a *Survey of Oral Language Development In a Bilingual-Bicultural Program*, (2) *Language Assessment Scales* (I), (3) *Texas State Survey of Home Language*, (4) Teacher Interview, and (5) Parent Interview. To compare the level of English literacy skills achieved by the two groups, the study utilized the results of the *California Achievement Test* (CAT) (1970) Level 15-Form C reading subtests.

Treatment of the data entailed the tallying of frequency responses and percentages and measures of central tendency. Some of the responses from the teacher and parent interview were summarized in narrative form. The CAT scores were analyzed as to degree of correlation and difference of the means tests for level of significance.

The study provides descriptive evidence that the educational treatment of Mexican immigrant and Chicano children in South Texas is inadequate and insufficient for the development of CALPS in the mother tongue. The study did not support anecdotal evidence, cited by research, that immigrant students from Mexico fare better educationally than native-born Mexican Americans. There are several possible explanations: (1) while Finnish children probably attended school in Finland for five to six years, the Mexican children only attended school in Mexico for three to four years, and (2) while the linguistic interaction in the home was not of sufficient quality for the development of CALPS, the BBE program did not provide for their development either.

This study confirms other research evidence that minority language children need from five to seven years in order to develop L_2 CALPS that are necessary for academic success.

A PSYCHOLINGUISTIC ANALYSIS OF THE MISCUES OF LEARNING DISABLED BLACK ENGLISH SPEAKING STUDENTS AND THEIR RELATIONSHIP TO READABILITY **Order No. DA8204698**

LEVIN, PATRICIA OPPENHEIM, PH.D. *The University of Michigan*, 1981. 190pp. Chairperson: Irene K. Heller

This study began with the position that reading is a meaning act, an interaction between language and thought. The reading process is not passive but active. The reader selects, transforms and processes information to go beyond the information given. The underlying purpose of this study was to explore Goodman's original hypothesis that material is more readable when it more nearly approximates the oral language of the reader. This study investigated whether dialect trade book stories were more readable for Black English speaking Learning Disabled students who had a specific disability in the area of reading. The study, also, investigated the readability of an uncontrolled standard English story with a linguistically controlled standard English story for Black English speaking Learning Disabled students.

Thirty-four Black English speaking students, as determined by the Education Study Center's Dialect Proficiency Test, from upper elementary self-contained Learning Disability rooms located in a large inner city school district, read aloud and retold three stylistically different stories without assistance. The selections included a story written in uncontrolled standard English taken from Scott Foresman's Reading Unlimited Series, a linguistically controlled story taken from Bloomfield and Barnhart's text *Let's Read*, and a Black English trade book by Greenfield and Steptoe written in standard orthography.

Analysis of the data collected indicate that the two standard English stories are not significantly different in readability. The results of this study also indicate that the miscues in this small but representative sample of Black English speakers who are two or more years below grade placement level and identified as learning disabled with a specific disability in reading are fewer and of higher quality when the dialect of the instructional material more closely approximates the dialect of the reader.

A DESCRIPTIVE STUDY OF TWO PHILOSOPHICALLY DIFFERENT APPROACHES TO READING READINESS, AS THEY WERE USED IN SIX INNER CITY KINDERGARTENS

Order No. DA8207581

PUTNAM, LYNNE RICK, ED.D. *University of Pennsylvania*, 1981. 341pp. Chairman: Dr. Morton Botel

Although American educational researchers have been conducting reading readiness "methods" studies for over 50 years, this study breaks new ground both in its focus, and in its methodology.

The primary focus is on the reading-related behaviors of three classes of inner city kindergarteners exposed to a curriculum which seeks to duplicate the kind of "literate environment" common to the homes of "early readers" (children who learn to read before coming to school, generally without formal instruction). The curriculum emphasizes listening to and dramatizing stories, spontaneous printing and pretend reading sessions, sustained silent reading periods, auditory analysis activities and the use of a Syllabary. Only one previous study has tested a curriculum based on similar research principles (Durkin, 1974-75), and that study included no observational data.

A secondary focus is on the reading-related behaviors of three classes of inner city kindergarteners exposed to traditional, sub-skill oriented reading readiness programs--emphasizing workbook and whole group activities in visual discrimination, auditory discrimination, letter naming and comprehension. Despite the fact that the sub-skill approach to reading has dominated in the U.S. for the past 50 years, it has never been the subject of a major *observational* study.

Until now, reading readiness studies have relied on pre- and post-test data. Thus we enter 1981 with virtually no solid data examining the learning *process* children go through in the classroom. This study, however, is ethnographic in nature. Using field notes, tape recordings, and print artifacts, two site researchers (including the author) describe in detail the classroom learning environment and children's literacy-related responses in the two kinds of curricular settings.

The study population consists of 164 children in 6 classrooms in 5 Title I eligible Philadelphia schools (two parochial schools, three public schools). Of that number, 156 are black; 7 are white; one is Vietnamese. The majority are from low socioeconomic status families.

A STUDY OF ANGLO AND CHICANO LITERAL, IMPLICIT, AND SCRIPTAL COMPREHENSION OF ETHNIC STORIES

Order No. DA8207725

ROGERS-ZEGARRA, NANCY EVELYN, PH.D. *University of California, Riverside*, 1981. 307pp. Chairman: Professor Harry Singer

Two hypotheses were tested in this study: (1) fifth and eighth grade Anglo and Chicano subjects when equated on general reading ability will be equal in literal levels of comprehension but will differ in scriptal comprehension, (2) there will be a significant difference between the two groups on the reader's store of background knowledge that is necessary for answering scriptal comprehension questions for ethnic stories.

A total of 170 students from Southern California participated in the study. The investigation employed a 2 x 2 x 2 x 2 experimental design which was collapsed to a 2 x 2 x 2 design when SES was shown not to have a significant main effect. The resulting three variables considered in the analysis were: (1) grade level (fifth and eighth); (2) reading ability (high and low average); and (3) ethnicity (Anglo and Chicano). The students read 12 passages with bicultural content. Literal, implicit, and scriptal comprehension were tested as was background knowledge needed to answer scriptal questions.

The evidence indicated that when Anglos and Chicanos were equal in general reading ability, the two groups were not significantly different on literal and implicit comprehension. However, the older and better Chicano readers scored significantly higher than the Anglos on scriptal comprehension of Chicano stories and were equal in their performance to Anglos on scriptal comprehension of Anglo stories. Thus, Chicanos have an advantage over Anglos when assessed on scriptal comprehension which necessitates use of bicultural schemata or knowledge structures.

Analysis of each subscale of the Background Knowledge Test indicated there were, in general, no significant differences due to ethnicity but, as expected, there were significant differences between fifth and eighth graders and between good and poor readers on Anglo content. However, on the Chicano Background Knowledge subscale, significant main effects were found for grade, reading level and ethnicity; the eighth grade Chicano better readers scored significantly higher than the other three groups. Thus, the hypotheses tested in this research were confirmed. The results of this investigation provide evidence for the role of scriptal comprehension in the interaction theory of reading comprehension.

THEATER ARTS TRAINING AS A MEANS TO DEVELOP EXPRESSION AND COMMUNICATION SKILLS FOR SELECTED BILINGUAL SECONDARY SCHOOL PUPILS

Order No. DA8208566

ROSENBERG, GRACIELA P., ED.D. *Texas A&I University*, 1981. 137pp. Adviser: David L. Zufelt

Purpose. The purpose of this study was to determine if theater arts training increases a student's oral expression and communication skills.

Delimitation. This study was delimited to an analysis of oral language development. The population consisted of forty-five selected Hispanic students from Title VII Theater Arts Program in three secondary schools located in Boston, Massachusetts, during the scholastic year 1978-79.

Procedure. A pretest and a posttest to measure oral language growth were developed. Both consisted of three parts: (1) Matching Words, to measure vocabulary and syntactical structures; (2) PMA Fluency, to measure extent of fluency; and (3) Using a Picture with a Daily Life Topic, tape-recorded conversations, to measure phonology, syntactic structures, vocabulary, and fluency. These conversations were analyzed with an Oral Language Rating Sheet. The pretest was given during the week of November 12-18, 1978 to selected students at three secondary schools in the Boston School System. The posttest was given during the week of May 6-12, 1979. The total scores were statistically correlated to ascertain extent of progress in each school and collectively.

Conclusions. The correlation of the pretest and posttest scores showed that there was a highly significant progress in oral language development for two schools and a significant progress for the other. The ten students in their second year on the Theater Arts Program demonstrated some superiority to the first year students in the appropriate measurement, but this superiority was not significant. In total, it is to be concluded that students receiving vocabulary and communication skills development in theater arts program showed highly significant progress. Insofar as these students were not studying in a Spanish language course but their oral language development was through a theater arts training program, it was concluded in this study that the theater is an effective way to teach language.

CHICANO AND ANGLO CHILDREN'S REACTIONS TO ANGLO-AUTHORED CHILDREN'S BOOKS

Order No. DA8212637

SPANGLER, KATHERINE LOUISE, PH.D. *University of Washington*, 1981. 228pp. Chairperson: Dr. Nancy Hansen-Krening

This naturalistic experimental study was designed to answer the question, "What are Chicano children's reading preferences, especially in terms of children's books with Chicano characters?" The answer to this question should aid educators in choosing reading materials that will be of value to their Chicano students.

The subjects were 180 5th and 6th grade English-proficient Chicano and Anglo students from 7 schools in California's Sacramento Valley. The stimulus materials were 24 grade appropriate children's novels, 6 each with Chicano boy, Chicano girl, Anglo boy and Anglo girl main characters. The Chicano-character books were a random sample of such books found in public libraries. The Anglo-character books were matched, through a rating process, to the Chicano-character books in terms of content, quality and general interest by a team of educators.

For the experiment, teachers read the first chapter of 4 different books to their classes, after which the children filled in an original 7-item "Preference Questionnaire," a Likert scale which quantified their reactions to the books. The experiment was replicated with 6 counterbalanced sets of 4 books, thereby forming a $2 \times 2 \times 2 \times 2 \times 6$ factorial design with 2 organismic variables (ethnicity and sex of the subjects), 2 repeated dependent measure factors (ethnicity and sex of the book characters), and 6 random groups. Analysis of variance with repeated measures was performed with significance at the $p < .05$ level. Of 15 main effect and interaction comparisons, only one interaction was significant: sex by character sex. As predicted, children preferred books with characters of their own sex.

The important result was the lack of interaction by ethnicity. Chicano children did not prefer books with Chicano characters. This may be so because of the poor literary quality, the stereotyping, inauthenticity and negativeness of the Chicano-character books, all of which were written by Anglos.

Recommendations centered around the provision of the best in literature, and therefore practice in reading, for all children. Publishers and Chicano writers were especially encouraged to develop a true Chicano children's literature.

THE LONG-TERM EFFECTS OF THE HOPE PROGRAM UPON THE ELEMENTARY SCHOOL READING ACHIEVEMENT OF RURAL APPALACHIAN CHILDREN

Order No. DA8207514

STEPHENSON, JUNE ADELINE, ED.D. *West Virginia University*, 1981. 110pp.

This study inquired into the long-term effects of a preschool intervention program upon the third and sixth grade reading achievement of rural Appalachian children. The measures of reading achievement were standardized tests and teacher assessment at both grade levels. The effects of the intervention program upon the reading scores were examined in relation to the family variables of birth order, income and social position, and the child variables of health, Peabody Picture Vocabulary Test, Primary Mental Abilities Test, School attendance and sex.

This investigation adopted an ex post facto research design to examine the effects of a particular Home-Oriented Preschool Education (HOPE) program on the third and sixth grade reading achievement of 276 boys and girls. Of these, 82 children experienced one year of the HOPE interventions, 94 experienced more than one year of the HOPE interventions, and 100 experienced no planned interventions. The data analysis was carried out by using the statistical procedures of correlation, one-way analysis of variance, multiple regression analysis, and factor analysis.

The main findings of this study were summarized under the three headings of relationships between variables, associations of reading achievement with the HOPE interventions, and the effects of the HOPE program upon reading achievement. First, the strongest relationships were obtained between reading achievement and the ability variables, however the remaining correlations between reading achievement and the family, child and HOPE variables were mostly positive and significant. Second, the results showed that reading achievement was greater for those children who participated in the interventions. Third, the effects of the HOPE program, which were measured as "effect" scores, indicated a change of three-tenths and two-tenths of a standard deviation in the grade three and grade six reading achievement scores respectively. While three changes were increases, the change for the teacher assessed score at grade three was a decrease.

In general, the findings of this study suggest that the HOPE interventions may have had an effect on the reading achievement, nevertheless there were inconsistencies in the results. The findings were discussed and recommendations for future research were suggested.

THE GROWTH IN READING COMPREHENSION BY BILINGUAL STUDENTS: AN ASSESSMENT OF SERVICE DELIVERY SYSTEMS

Order No. DA8205844

STETINA, DONALD CHARLES, ED.D. *George Peabody College for Teachers of Vanderbilt University*, 1981. 162pp. Major Professor: William Force

This study evaluates the effectiveness of two differing English Second Language (ESL) resource instructional methods by comparing the growth in English reading comprehension made by 132 bilingual students with varying foreign language backgrounds between January and June of 1980. The 132 subjects were selected from the identified 427 least English-proficient bilingual students out of the total population of 9,500 children enrolled in the two adjacent public school districts situated in a suburban metropolitan area, namely within Cook County in Maine Township near Chicago, Illinois.

Both the ESL instructional programs were of the resource type so that all of the subjects spent at least half of their school day in a regular heterogeneous classroom. The control group, consisting of fifty-five bilingual students, received "intermittant" ESL resource instruction at least two or three days per week during an eighteen-week period. The experimental group, consisting of seventy-seven bilingual students, received "concentrated" ESL resource instruction a portion of every school day over a twelve week period. Both the control and the experimental groups received the equivalent ESL instructional resource time of 7,200 minutes during the study.

Differences between the two ESL resource instruction groups in sample size, mental ability, and initial English proficiency were adjusted through analysis of covariance. The concentrated (daily) ESL resource instructional group made significantly greater gains than the intermittant ESL resource instructional group in reading in English as measured by the higher scores on all of the evaluative measures, namely the Gates-McKillop Reading Diagnostic Test as well as on the Peabody Individual Achievement Test.

A subsequent additional inquiry identified four variables: (a) number of students in ESL resource instructional group; (b) regular classroom grade average; (c) participation in social activities; and (d) number of years in school, from a pool of thirty-four variables as those that contributed most to the gains in English reading comprehension achievement as measured by all the evaluative criteria. This analysis was performed on the combined 132 bilingual student population in this study according to the procedure developed in the step-order regression program of the Statistical Package for the Social Sciences (SPSS).

THE EFFECTS OF TELEVISION ON CHILDREN: A PUERTO RICAN STUDY. [SPANISH TEXT] Order No. DA8211750

SUAREZ CEPEDA, YOLANDA, ED.D. *University of Massachusetts*, 1982. 309pp. Director: Professor Ena V. Nuttall

This study was designed to investigate the effects of television viewing on children's language, reading skills, creativity and aggression. The control group consisted of children who never watched television and the experimental group were composed of children who viewed television.

The sample consisted of 196 third, fourth and fifth graders attending two different schools in Naguabo, Puerto Rico.

The statistical analysis of the data indicated that the patterns of television viewing had an adverse effect on the reading and language skills of the children. Youngsters in the study who were not television viewers reflected greater mastery of language and reading skills than their counterparts that viewed television. In addition, further analysis were conducted to control the effects of sex, grade, mental ability and socio-economic status.

As evidenced by the study, it was discovered that television viewing affected the language skills of all male, children of average intellectual ability (from percentiles 26 to 75) and of low socio-economic status.

Moreover, it was also clear, that the reading skills of the children were affected by extensive television viewing. This factor was especially true among children of both sexes and of average to high intellectual ability, low socio-economic status.

In regard to the *Torrance Creativity Test*, children who watched television obtained higher scores than their conterparts who were not viewers. Significant differences were evidenced in the subtests of *Originality* and *Elaboration* in favor of the children who were regular television viewers.

In light of the evidence, children who viewed television on a regular basis were evaluated more frequently as being much more aggressive than children who were non-viewers. With respect to intellectual ability as the independent variable, it was further noted that viewing television did affect children of average to above intellectual level. In addition, the effect of television on aggression did not differ by age, sex and socio-economic status.

SOME EFFECTS OF SPANISH-ENGLISH BILINGUAL DRAMATIC TELEVISION ON LANGUAGE ATTITUDES Order No. DA8208262

TAFOLLA, CARMEN, PH.D. *The University of Texas at Austin*, 1981. 104pp. Supervisor: Joseph H. Matluck

This study examined some effects of viewing bilingual dramatic television on the language attitudes of third graders. The study focused on five scales of language attitudes: Attractiveness of Spanish, Attractiveness of English, Attractive of Other Languages, Attractiveness of Bilingualism, and Intelligence of Bilinguals.

One hundred forty-two students from two school districts in Southcentral Texas were selected to participate in the study. The 70 experimental subjects viewed a half-hour of *Sonrisas* bilingual dramatic television a day for 15 class days. Both control and experimental groups were pre- and posttested with the five attitudes scales mentioned above.

The hypotheses predicted that, for each of the ethnic-language groups studied (i.e., Mexican-American bilingual, Mexican-American English-speaking monolingual, and Anglo-American English-speaking monolingual), viewing *Sonrisas* would enhance attitudes toward bilingualism, and toward the Spanish language, but would not diminish attitudes toward the English language. The data were then subjected to three statistical procedures: (1) t-tests to detect any initial differences between the three ethnic-language groups in the control and experimental conditions, (2) t-tests for correlated means for prepost differences for each condition, and (3) analyses of covariance for control and experimental group differences on the posttests with adjustment for pretest scores and for previous exposure to bilingual television.

No significant differences between pre- and posttest scores were evidenced for any of the control ethnic-language groups. The experimental group, however, showed significant positive gains between pre- and posttests in attitudes toward Attractiveness of Spanish and Attractiveness of Bilingualism for two of the ethnic-language groups: The Mexican-American monolingual and the Anglo-American monolingual. There was no change in Attractiveness of English for any of the experimental ethnic-language groups.

The results seem to indicate that even short-term viewing of dramatic television can enhance attitudes toward Spanish and bilingualism within at least some ethnic-language groups. Two of the three ethnic-language groups studied showed significant improvements in these attitudes. In addition, viewing of bilingual television did not diminish attitudes toward English among any of the ethnic-language groups studied.

PERCEPTIONS OF STUDENTS' CHARACTERISTICS AS A FUNCTION OF STANDARD ENGLISH AND VARIANTS OF BLACK ENGLISH SPEECH Order No. DA8211657

TUCKER, CARLENE, PH.D. *The University of North Carolina at Chapel Hill*, 1981. 131pp. Supervisor: John B. Carroll

This dissertation examined the question of whether judgments of student characteristics are influenced by dialectal variations in speech patterns. Following the "guise" technique originally developed by W. Lambert and his colleagues at McGill University, five well-educated female black speakers read aloud into a tape recorder a brief passage once in each of five guises: Standard English, Black English, and three variants of Black English in which certain features of that dialect appeared: a "Th" variant in which the "th" sounds of English were either suppressed or altered to "f", a "verb modification" variant in which standard English verb forms were replaced with Black English forms, and a "final consonant simplification" variant in which final consonants were dropped. With counterbalancing for speakers, each of 50 subjects (34 of whom were certified teachers, the remainder psychology students) heard, on tape, speakers in each of the five guises and rated the speakers on a series of characteristics, mostly related to intelligence and school success such as: likability, brightness, clarity of speech, socio-economic status (S.E.S.), education, student ability, grammar, class level in spelling, vocabulary, speaking ability, articulateness of speech, class level in math, pronunciation, suitability for college, knowledge and ethnicity. Independent variables studied in the subjects were race (black/white), neighborhood background (urban/suburban), and region of origin (three groups of states). Results yielded few significant relationships between perceptions and subjects' race, region of origin, or neighborhood background. Many significant differences, however, were found as a function of the five guises.

Perceptions of students' characteristics are positively correlated to the S.E. guise as the S.E. guise received significantly higher ratings on most variables. The consistently lower ratings on the B.E. guise suggest that nonstandard speech with multiple nonstandard features is negatively correlated with perceptions of students' characteristics and that multiple nonstandard features are perceived more negatively than fewer nonstandard features. The fact that the speakers in the V.M. guise received consistently lower ratings than did the F.C.S. and the Th speakers suggests that perceptions of students' characteristics also vary according to types of nonstandard features.

AN ANALYSIS OF THE LEXICAL SYSTEMS OF NATIVE AND NON-NATIVE SPEAKERS OF ENGLISH USING WORD ASSOCIATIONS Order No. DA8210573

YARMUS, REUBEN L., Ed.D. *Temple University*, 1981. 99pp. Major Adviser: Dr. Donald Knapp

Qualitative differences in word association responses generated by non-native and native English language students serve as the basis for exploration of lexical systems.

Two forms of a sixty item written free word association test based upon the Palermo and Jenkins (1964) test are developed and administered to two hundred non-native English language students at beginning, low intermediate, high intermediate and advanced proficiency levels and two hundred native English language students of comparable age and in the same high school setting. Twenty-four thousand word association responses are evaluated and analyzed statistically by frequency tabulations, chi squares and Pearson product-moment correlation coefficients.

Word association responses are evaluated in order to determine what occurs as stimulus words are apprehended, as stimulus words are processed internally and as response words are generated. In terms of stimulus apprehension, missing and miscued responses are evaluated. For internal processing, primary, synonymous, antonymous, coordinate, superordinate, subordinate, syntagmatic, paradigmatic and marked responses are analyzed. For response generation, non sequitur, unreadable and misspelled responses are assessed.

Associations are interpreted in this study in light of Piaget's work in cognitive adaptation as a process during which stimulus words are apprehended and then assimilated to and accommodated by a pre-existing network of stored lexical units. Response words are generated as a result of the subject's active matching of stimulus and response words based upon the salience of features of the stimulus words and the range of responses available in the lexical network.

Previous syntax acquisition studies such as that of Dulay and Burt (1975), have demonstrated how the learner utilizes complex and powerful cognitive constructs to internalize the grammatical rules which govern language behavior. This study offers support for the interpretation of vocabulary acquisition as a creative construction process. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school) UMI